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ABSTRACT

Described is the concept of using taped instruction for programs administered by subprofessionals to groups of severely and profoundly retarded children as a highly feasible means of increasing the scope of effective teaching. It is suggested that tapes prepared by professionals can be used in various settings by persons without special training in working with children, such as in Head Start groups, in classroom activities with aides or volunteers, or at home with parents to supplement or reinforce professional prescriptions for learning. Appended is a detailed daily schedule for one group of retarded children with whom such taped instruction was used. (KW)

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RECORDED PROCEDURES OF INSTRUCTION, THE SUB-PROFESSIONAL AND EFFECTIVE EDUCATIONAL THERAPY

Roy T. Scoggins, Jr.
June P. Sullivan
Suellen Kohn
Gabrial J. Batarseh

Student Development
The Coastal Center
Ladson, S. C.

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Scoggins, Sullivan, Kohn and Batarseh.

ABSTRACT:

The success of a novel idea using taped instruction for programs administered by sub-professional personnel validates such a method as one highly feasible means for increasing the scope of effective teaching. Tapes prepared by a professional team can be used in a variety of settings by persons who have little or no training in working with children. Application of such programs can be made for Head-Start groups, classroom activities conducted by teacher-aides or volunteers, and parents reinforcing and supplementing professional prescriptions for learning.

Recorded Procedures of Instruction, The Sub-Professional, and Effective Educational Therapy

By Roy T. Scoggins, Jr., June Peel Sullivan, Suellen Kohn, and Gabriel J. Batarseh, Ph.D.
Coastal Center, Ladson, S. C.

Teaching the handicapped child demands an interdisciplinary effort regardless of the nature of the handicap: whether cultural, mental, or physical. No teacher, however well-trained, can master all the compentencies that must be marshalled to deal with the specific problems faced by a handicapped child (Goldstein, 1966). The treatment for the severely and profoundly retarded child is a case in point for such an interdisciplinary approach. In an effort to provide comprehensive treatment for the severely retarded residents, the Coastal Center applied for and was granted a Hospital Improvement Project[1] to set up a Developmental Training Team. This team of professionals and para-professionals was charged with developing a therapeutic program for the residents of two cottages for the severely and profoundly ambulatory retarded. In addition, the team was charged with training the cottage personnel to carry on the program once it was developed and running smoothly.

Before any therapy programs could be developed the Team had to evaluate the residents on a developmental check-list. In addition, evaluations were made on the basis of behavior observations by team

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members from their particular discipline's point of view. On the basis of these evaluations, the team mapped out strategies of intervention on individual and group bases. As a result, a comprehensive behavior modification, educational, activity, and adaptive skills schedule of therapies was developed. This included self-help skills, such as toilet training and self-feeding; recreational skills; language skills; and work skills to prepare the residents for sheltered workshop participation.

Once the therapeutic strategy was outlined, the team moved into the cottages and started administering the therapies with success. The cottage personnel were invited to observe the administration of the therapy and eventually started taking an active part in the process. Eventually, the team started making plans to leave the cottages and turn the program over to the cottage personnel. The whole program and activities of the team were designed for eventual administration by sub-professionals (Savino, Kennedy, and Brody, 1968).

At this point, cottage personnel were involved more intensively in the administration of the various therapies. Lesson plans were prepared for the sub-professionals with specific instructions for administration. In-service training sessions were intensified and the members of the team taught the child-care attendants the necessary skills. In spite of this intensive effort to transfer skills, the program faltered, as should have been expected from reports on previous experience with in-service training programs with sub-professionals (Butterfield, 1967).

It was naive to assume that the knowledge and skills acquired by professionals over a number of years in training and practice could be transmitted to sub-professionals--most of whom did not have the equivalent of high school training.

At this critical point members of the team came up with a novel idea. Since manuals and lesson plans were often not read or understood, all training sessions were recorded on cassette tapes. Armed with a tape and cassette player a child-care attendant had at his finger-tips the skills and ideas of a professional team. The training schedules were built around units based on group needs. These units were spelled out in terms of specific instructions to the attendant, as well as apecific learning materials for the residents.

Although this idea was developed in the context of a residential treatment center, it has potential for application in a wide variety of situations. Parents can be an effective part of a therapeutic team, working with their children between visits to a clinic. Head Start personnel can be provided with recorded intervention strategies that will make these programs effective. Teacher-aides can become more than monitors.

Once the music therapist developed the idea of recorded programs, the Team got together and identified the needs and problems of each of the forty-eight residents involved in the program. Residents with a common composite of training needs were assigned to one of six heterosexual groups.

Once the residents were assigned to groups with identifiable needs, the music therapist, educational specialist, speech therapist, and language development aide met and designed the different programs. Materials were prepared and recorded under the direction of the music therapist. A typical program for one of the groups is outlined in Table I (page 16).

The educational specialist was chosen to coordinate the implementation of the taped programs in the cottages because she had previously been engaged in working closely with Cottage Life. She worked with the Director of Cottage Life on personnel assignments and the scheduling of activities. She also checked on the adequacy of the tapes, made sure the cassette player functioned properly, and gave logistic support when the cottage staff was short-handed.

Before a group was activited, the team discussed which attendant seemed most appropriate to work with that particular group. Wherever possible, a group leader was assigned to work Monday through Friday with the children. Whenever this was not feasible because of regular days off and holidays, two attendants would rotate in an assignment.

Prior to the final initiation of a group, the team members went through a "dry-run" with the attendant(s) involved, explaining and answering any questions. Since the instructions on the tapes were quite specific, very little training was necessary.

During the first day of programming the team members were on hand to observe and help the leader with any problems which

were encountered. This also served as a demonstration group for other attendants in the cottage whose groups had not yet begun.

Indications at the present show that most attendants readily accept the role of teaching the children rather than that of administering custodial care. However, since the tapes instruct the leader how to teach the children, indicate which materials to use, and allow the proper time in sequence, the making of decisions is not required. At the same time, a sense of security is engendered in the attendant, as well as the children, by the daily structured routine.

The perpetuation of the program has not been difficult because of the logistic support supplied by the departments of Cottage Life and Student Development. Cottage Life administers the program by directing the personnel, filling vacancies, and maintaining a daily check on any personnel absences. Student development projects monthly assignments, provides equipment, trains any new personnel who join the cottage staff, and updates the tapes as progress necessitates. Thus, the program is practically self-perpetuating with existing professional personnel.

The interdisciplinary approach to the program reflects the decision to reach the many facets of each child's learning potential through a structured environment and varied stimuli.

Contributions by Disciplines

Each discipline focused its effort on the total child, contributing to the activities those aspects which could be applied to meet specific, predetermined needs. While some

activities concentrated on a specific discipline, it was more often the case that the disciplines combined to reinforce each other in a single activity.

EDUCATION. Each tape begins with a standard set of activities which will remain constant, although other segments of the tapes will be changed as the groups progress. These activities include roll call, visual name recognition, greeting and clothing songs, and discussion of the day's weather. They are used to help create a sense of security through constancy and allow time for the children to settle down to their day's program.

Security was furthered by using a fixed seating arrangment in each activity, providing for cuddling and tactile stimulation, and, in some instances, using color coding (Cruickshank, 1961).

Since behavior control was often a prerequisite to getting and holding attention so that specific needs could be met in various activities, reinforcements had to be devised to obtain acceptable behavior and lengthen attention span. One way this was implemented was by incorporating the children's mid-morning juice time into the programs. Cups were given out to the whole group before the juice was poured. If a child destroyed his cup before his juice was poured, he received no juice. This will be expanded to include giving out napkins, then cookies, pouring the juice, and saying the blessing. As each step is added, attention span is lengthened as acceptable behavior is reinforced.

Directions were given for taking the children to the restroom areas for toileting, handwashing, teeth brushing, and lunch preparation activities. Thus, self-help skills were absorbed into the total structure of the day.

Some parts of the program were developed to allow a child free mobility from one area of the room to another as long as he was actively involved, destroyed no materials, and interfered with no other child's activity. Within the framework of this structured environment, the attendant could then give individual aid and encouragement.

Simple games such as rolling the ball to each other and playing "Ring Around the Rosie" were used to encourage social interaction, and body image concepts and feelings of self-worth were fostered by mimicry activities and dress-up games which emphasized body parts. Some tapes include free play time with selected toys where side by side play can grow into social interaction within the groups.

Gross motor activities, such as walking the balance beam and walking up stairs one step per tread were used to improve balance and coordination. Crawling and rolling on the mat were also beneficial to some groups in which many of the individual children have physical handicaps.

Some basic concepts such as up and down, in and out, wet and dry were included, but at table tasks and in portions of the tapes set aside for classwork, perceptual motor training received primary emphasis. Eye-hand coordination, visual discrimination, and fine motor ability were stressed to carry over to pre-workshop activities, dressing and eating skills, and other areas of cottage life.

SPEECH AND LANGUAGE DEVELOPMENT. The philosophy of speech and language development is to emphasize speech as much as possible

in all areas, thereby allowing the children to receive maximal verbal stimulation. The specific speech activities on the tapes are individualized to meet each child's needs.

Activities were designed to enrich receptive and expressive language. These activities included the use of stereotyped sentences which emphasized children's names, spatial concepts, key words such as "left" and "right," and naming articles of clothing (including color). Candy-coated spoons, which were used to encourage self-feeding for one group, also provided a motor-kinesthetic exercise.

When expressive responses were required, each child was encouraged to make a response according to his level of speech or language development.

Mimicry, as a speech activity, was used to strengthen receptive language and, at the same time, increase attention span.

The use of animal hand puppets to encourage the making of animal and babbling sounds was another activity which allowed each child to respond at his own level.

The dressing activity allowed the children to put on various items of clothing, look at themselves in the mirror, and talk about what they were wearing. This was a self-image activity that required the children to talk about themselves.

One group of children were given two language sessions daily--morning and afternoon. The morning activity utilized pictures of breakfast foods, and the afternoon session utilized pictures of clothing. Verbalizing about the pictures made the children more

aware of these items in their daily living activities and prompted expressive language during dressing and at meal times.

Because the retarded child needs to communicate his wants and feelings as well as to be able to understand and follow directions, speech and language development is an essential part of the program.

MUSIC. Music can reach a child when it may be difficult to reach him in other ways; therefore, music was incorporated into the programmed activities whenever possible and was used as a bridge between activities. The emphasis was placed on what the music does in the children; not what the children do in music (Alvin, 1963).

In the taped programs music was used to provide for interpersonal relationships, for relief of frustrations and tensions, to structure satisfying and successful experiences, to encourage physical development--motor and muscular, to enrich language development and stimulate sound-making, to promote social development and adjustment, as a part of the behavior control program, to promote imitation, and to strengthen self-identification.

Songs and piano music were selected, adapted, or composed to complement the various activities and to meet the needs of each group. The songs were sung by a soprano, and all accompaniments and instrumental music were played on the piano because of the rhythmic foundation which the piano can provide forthe music and the ease with which the music can be altered from simple to complex,

loud to soft, fast to slow, as called for in the programs.

To develop and strengthen self-identification, many songs were used which included the children's names. Such songs included greeting songs, songs about the clothing which the children were wearing, and songs which accompanied each child as he performed gross motor tasks. Action songs were used to develop awareness of parts of the body. Follow-the-leader songs required the children to watch and listen and perform appropriate movements. A theme song, "Hello, Ev'rybody," was used at the opening of each session; and this consistency helped to build an atmosphere of security for the children. Music was used in transition activities such as marching or walking from one area to another. Often songs were used which instructed the children to do certain things as a part of the transition such as "March, march to your chair, Push it to the table;" or "Stand up, get your chair, Push it to the table."

Rhythm instruments played an important role. An instrument becomes an extension of the child himself and leads him into participation, experimentation, and expression which would otherwise be impossible.

At the conclusion of the morning programs, all the children were brought to the dayroom, preparatory to serving lunch. During the thirty-minute period from 11:30 to 12:00, a music activity tape was played in the dayroom. With the supervision of a member of the cottage staff, the children participated in various music activities: action songs which reviewed body parts and spatial concepts, finger-play activity songs, simple bodily movement songs, and circle games.

A similar music activity tape was played for thirty minutes following the afternoon session of the programs. The larger group activities provided for recall from small group sessions, provided for additional social interaction with more children still in a structured environment, and kept the children busy while lunch was being put on the tables or while the transition was being made into the afternoon recreation program.

Music is an important tool for communication with and by the child. It helps him to fulfill many of his basic needs. When a child responds to music, he reacts to external stimulus. In singing, moving, playing, and listening to music with other children, a child develops in his social relationships. Music contacts the child, and something happens to each child as he experiences music; therefore, music is considered an essential part of the programs.

Results of the Programs

Results already observable increase expectations for highly successful programs for the children (see Table II). Cottage personnel have noticed that as long as a child is busily occupied in his program, behavior problems tend to disappear.

The children are busy and happy, and lethargy and self-destructive behaviors have been greatly reduced. A decrease in temper outbursts and crying has been noted. The attempts of the programs to encourage social interaction are bringing obvious improvement in cooperative play and side-by-side play activities with a decrease in fighting and other anti-social behaviors.

Table II

Results of Programs by Groups

Group and Needs	No. in Group	Much Regression	Some Regression	No. Reg No. Prog	Some Progress	Much Progress
I: Behavior Control; Social Interaction; Self-Image; Sensory Stimulation Attention Span Development	6	0	0	2	2	2
II: Behavior Control; Gross Motor Activity; Receptive Language; Sensory Stimulation; Social Interaction	10	0	0	7	3	0
III. Behavior Control; Fine Motor Skills; Increased Attention Span; Motivation; Physical Therapy; Social Interaction	9	0	0	3	4	2
IV. Increased Attention Span; Play Therapy; Self-Image; Social Interaction	10	0	1	4	4	1
V. Motivation; Perceptual-Motor Training; Physical Therapy; Self-Image; Pre-workshop Skills; Special Education Classroom Experiences	8	0	0	5	3	0
VI. Behavior Control; Dressing Skills; Increased Attention Span; Social Interaction	5	0	0	1	3	1
Totals:	48	0	1	22	19	6

Children, cottage staff, and therapists are enthusiastic and envision an enlargement and broadening of the programs which will grow and develop along with the children. Tapes will necessarily be changed and new tapes will be made. However, as the attendants in charge gain experience and confidence, the very specific instructions which were included on the original tapes will be deleted, and the attendants will assume more responsibility for the programs--still under the watchful eye and guidance of the therapists. Most important, results of the programs will be carried over into the total life of the children, making for better patterns for living!

Summary

The success of the novel idea for using taped instruction for programs administered by sub-professionals validates such a method as one highly feasible means for increasing the scope of effective teaching. Tapes prepared by a professional team can be used in a variety of settings by persons who have little or no training in working with children. Parents, utilizing prepared tapes which enrich, reinforce, and supplement professional prescriptions for learning, can increase the effectiveness of intervention strategies by following the taped programs at home between clinical visits. Head Start groups over a widely scattered area can benefit from the understanding and knowledge of professionals who could not visit the centers on a regular basis. Teacher-aides in the classroom could carry out a series of learning activities effectively and efficiently through the use of tapes.

In these days of teaching machines, audio-visuals, and other forms of programmed learning, the use of taped programs prepared for specific individuals or groups should not be overlooked!

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(Table I) Daily Schedule for One Group a

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
1. "Hello, Everybody"	1:13	Follow the leader Body Orientation Focus attention on leader Expressive and receptive language Build Security	Attention span and direction		Children seated in color-coded chairs in semi-circle. Leader sings with tape and encourage children to sing and clap, stamp feet, nod head
2. Roll call	2:20	Response to auditory stimulus, Visual Recognition Visual memory Receptive and expressive language	Self-image attention span and direction	Color coded cards with polomid picture of child and his name on the card.	Leader holds up card and asks: "Is _____ here today?" Child gives appropriate response.
3. Shake hands and sing "Good Morning"	1:50	Eye contact physical contact Social interaction Expressive language	Self-image Direction of attention		Leader asks each child to stand and shake hands while tape plays "Good Morning to You." All children encouraged to sing.

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method of Implementation
4. Song about what we are wearing	2:55	Self-awarness Body orientation Color awarness Classification Expressive language	Self-image Dressing (awarness) Attention span and direction		Leader asks each child to suggest something he is wearing which can be sung about. Other children decide what to do for him. Song: "Whenever Johnny has his red shirt on, we'll all clap our hands for him."etc.
5. Go to the window to see what weather is	1:32	Follow directions visual matching Color discrimination Environmental awareness	Attention span development and direction	Flannel board Pieces of blue and gray felt	Children go to window Look at the sky and choose color of felt to put on board: blue for clear, gray for cloudy
6. March around the room	1:52	Music to bridge activities Follow directions Gross motor skills Redirect energy	Behavior control		Children follow the leaders directions for marching around the room. Tape plays marching music
7. "March, March to your chair (song) ... push it to the table"	1:30	Follow directions, visual Discrimination color awareawarness Relationship to table and chairs	Behavior control	Color coded chairs, Large, low table	Children go to chairs marked by their colors and push the chairs to their places at the table.

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
8. Table work a) Assist children to sit in their chairs b) Direct each child's attention to his workboard c) Children work	2:00 1:10 12:00	Manual dexterity Fine motor skills Perseverance Behavior control	Dressing skills Behavior Control	Montessori-type boards for developing dressing skills: zippers, bottons, etc.	Leaders helps children g all get started; then spends approximately 2:30 with each child individually
9. Remove work boards	1:00				
10. Up and Down (song)	3:30	Basic spatial concepts Follow directions Perseverance Language concepts	Behavior control attention span development and direction		Leader leads and helps children to put hands up in air or down in chair as called for in song
11. Sit on mats and point to child being sung about a) sit on mats b) Pointing song	2:00 3:30	Follow directions Color Awareness Posturing Body Orientation Receptive language Directionality	Behavior control Self-image Social Interaction	Color-coded floor mats	Leader puts mats on floor in a circle according to prearranged order; then asks each child to go to his mat Leader helps children point finger and look at child being sung about
12. Children put mats in the box	1:30	Follow directions turn-taking	Behavior control	Box for mats	Leader asks each child to put his mat in the box

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
13. Juice Time a) Come to the table Turn tape over	1:15	Follow directions Visual discrimination color concepts Attention span stretching	Behavior control Attention span development	table, color coded chairs cups napkins cookies juice	Leader brings out materials after children come to table. Explains that if cup is distroyed, no juice; if napkin destroyed, no cookie will be placed on it.
b) Give out cups and napkins pour juice give out cookies	2:45				Serve refreshments. Leader passes waste paper basket and tells children to put napkin and cup in; then gives out sponges and assists them in cleaning table
c) Clean up	2:00	Follow directions Social help skills Care of environment	Behavior control	Waste paper basket Damp sponges with childrens' names on them.	
14. Outside Activity	30:00	Follow directions Gross Motor skills Redirect energy	'Social Interaction	Outside plan equipment	Leader tells children to go to door and wait for her to take them outside
Clean-up toileting handwashing	10:00	self-help skills			Leader takes children into bathroom and assists them as needed
Turn off tape before leaving room					

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
15. "Walk to your chair, sit down at the table." (song)	1:07	Follow directions Visual Discrimination Color Awareness Relationship to table and chairs	Behavior control	Large table and chairs	Leader tells children to listen and do what the song says. Gives help as needed.
16. Roll ball on table. Use sterotyped sentences	7:45	Follow directions Perceptual Motor Expressive and receptive language	Social Interaction Self-image	Large table with raised edge. Large ball.	Leader helps child catch ball rolled from child at his left and roll it to child on his right. Use stereotyped sentences: "Greg, roll the ball to Linda." "Linda, catch the ball," etc.
17. Leave chairs and go to door. Go to bathroom for toileting and handwashing	15:00	Follow directions Self help skills	Behavior control		Leader give direction and help as needed.
18. Music activity tape in dayroom with other groups.	30:00	Enrich and reinforce small group experience in large group through use of songs and music activities	Social Interaction Behavior controll Attention span Development and direction		One child care attendant leads day-room activity while others assist with lunch preparations.

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
19. "Go to your chairs now.." (song)	0:38	Follow directions Visual Discrimination Color awareness Relationship to room and arrangement	Behavior control	Color-coded chairs placed in semi-circle	Leader helps children go to their chairs and sit down
20. Play rhythm instruments a) Give out instruments; tell name of instruments and identify by sight and sound b) Sing about each child individually while he plays first; then others all join in when song indicates. c) Put instruments away!	1:15 7:10	Follow directions Receptive and expressive language Self-expression Redirect energy Respond to external rhythmic stimuli Visual and auditory discrimination Listen; and start and stop with the music Respond to rhythm	Behavior control Self-image Attention span development and direction	Instruments: Drum tambourine jingle bells maraca xylophone	Leader give out instruments, name them, demonstrate their sounds and method of playing. Leader gives direction and help as needed. Encourage perseverance in playing throughout a song. Each child puts instrument in box. Name instrument for him.

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
21. "Stand up, Get your chair push it to the table." (song)	1:03	Follow directions Visual discrimination color awareness relationship to room arrangement	Behavior control	color-coded chairs; high table.	Leader gives direction and help as needed.
22. Look at catalogs and colorful magazines. One child at a time works on dressing skills	15:30	Dressing skills Body orientation Manual dexterity Visual awareness	Self-image Dressing Behavior control	Catalogs and magazines with pictures to which children can relate. Clothes for dressing skills.	Leader gives out catalogs and magazines. Childre look at them while leader takes one child at a time and gives 5:00 individual attention for dressing skills. Half the children done at this time.
23. Put the catalogs and magazines away.	1:00				
24. Mimicry song "This is the way" (brush teeth, wash hands, wash face, dry hands, brush hair)	2:00	Mimicry Receptive language Body orientation Self-help skills	Attention span Development and direction		Leader serves as example for children to watch and follow.

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
25. Looking at magazines and catalogs; dressing skills	11:00	Dressing skills Body orientation Behavior control Manual dexterity visual awareness	Self-image dressing	Catalogs and magazines clothes for dressing	As for activity #22 Leader works with rest of group individually on dressing skills.
26. Point out pictures in catalogs or magazines to which children can relate Talk about picture.	5:00	Visual Discrimination Receptive and expressive language	Attention span development and direction	Catalogs and magazines	Leader goes to each child. Points out a picture in his magazine/ catalog and talks to him about it.
27. Take up catalogs and magazines; put out rolling mat	1:00				
28. Rolling Exercise Children take turns rolling while he is sung about. Others directed to "look at him"	6:30	Gross motor exercise Directionality Spatial orientation Body Orientation	Behavior control Self-image Attention Direction	Mat for rolling	Leader helps each child come to mat and roll while song is sang. Instructs other children to watch the child who is performing.
29. Put out sitting mats	1:00				

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
30. Children go to mats	1:50	Follow directions Visual discrimination color awareness	Behavior control	Color-coded mats arranged in circle on floor.	Leader goes to table and tells each child individually to go to his mat. Helps when necessary.
31. Pass a beanbag around the circle use stereotyped sentences	9:00	Follow directions Directionalty Language development	Social Interaction Self-image	Color-coded mats Beanbag	Leader work from outside the circle and helps a child take the beanbag from child on his left and pass it to child on his right. Use stereotyped sentences Example: "Eric, take the beanbag from Linda." "Eric, give the beanbag to Katrina."
32. Put mats away Change tape to part 3	1:00	Follow directions	Behavior control	Box for mats	Tell each child in turn to put his mat in the box.
33. March around the room to music	3:12	Get everyone to move Follow the leader Redirect energy Self-expression Gross motor Follow directions	Behavior control		Leader give direction and guidance as needed.

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
34. Calling children to their chairs	4:30	Follow directions Self-image Relationship to room arrangement	Behavior control	Color-coded chairs placed at table in specified order.	Leader stands behind each childs chair in turn and calls him to come and sit. Helps children as needed.
35. Table play	16:00	Self-expression Manual dexterity Color awareness	Social Interaction Behavior control	Color-coded chairs at table. Table play materials such as pop beads, shape boxes, cars and trucks, wire frame, puzzles, etc.	Leader helps children choose play materials and guide them in using and caring for them.
36. Children put play materials in box	1:45	Follow directions Care of materials	Behavior control	Box for play materials	Leader tells each child in turn to put his play materials carefully into the box
37. Go to door; then into bathroom for toileting, hand washing, then to day-room. Turn off tape	Undetermined	Follow directions Self-help skills	Behavior control		Leader tells children to go to door and wait; then takes them to bath-room, and on into the day room.

Activity	Time Allowed	Purpose	Needs Met	Equipment Used	Method Of Implementation
38. Music Activity tape in dayroom with other groups (a different tape from one used at conclusion of the morning activities #18)	30:00	Enrich and reinforce small group experience in the large group through use of songs and music activities	Social Interaction Behavior control Attention span development and direction		Child-care attendants supervise activities and guide children to participate and interact